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ABSTRACT

The Minority Education Initiative (MEI) was developed and implemented at Mott Community College to support minority academic success. The initiative included student and faculty recruitment, multicultural enrichment, support services, and articulation with other educational institutions and businesses. Objectives of the MEI were to increase the quantity of minority students by 9.5% and minority faculty by 8% over a period of 3 years. A task force was created to assist the college in its minority student outreach plans. Accomplishments and special projects developed by the task force are listed, including the following: a mentor program; diversity fellowship luncheons; the endowment of a scholarship; a Hispanic student outreach program; a Hispanic Heritage Month dinner; a tribute to Martin Luther King, Jr.; a citywide minority awards ceremony; a presentation by the United Negro College Fund (UNCF) Teen Steering Committee and a UNCF drive; an urban league salute to Black scholars; a Minority Leaders Fellowship; and the selection of a student for the Academy of Women Achievers Mentor Program. The original goal to increase the quantity of minority students was achieved for all ethnic categories within 2 years. The second goal, to increase the minority faculty, was achieved in each minority category except Asian-American. Other efforts which support the MEI include technological advancement in academic services, a computer-assisted instruction tutorial system, a distance learning program, captioned video programming, a library cooperative online network, and a college preparation program targeting minority high school students. (JMC)

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COMPUTER-BASED DATA USED TO SUPPORT A COLLEGE'S MINORITY EDUCATION INITIATIVE

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Introduction

Mott Community College has taken an aggressive stance and sounded the drum for implementing efforts that should ensure full participation of Flint and Genesee County area minority citizens in the Community College education system.

The Minority Education Initiative identifies and integrates existing computer-based systems already in place at Mott Community College for consolidation within a support network that will enhance minority student, staff and faculty development. These recommendations are not revolutionary but have been resurrected because they have been successful in the past for other institutions. This initiative should also provide the stimulation needed to derive alternative funding, utilizing community input and support.

Numerous reports have documented that, at present, MCC has not employed sufficient numbers of minority faculty nor has it attracted or retained sufficient numbers of minority students. The increase in minority faculty, staff, and students is needed because, as a group minorities represent an increasing percentage of the community, currently not pursuing higher education for training or employment, and are destined to make a dramatic impact on our society.

The approach reflected in this report will serve to mainstream the minority population on campus while at the same time outlining provisions to provide opportunity for minority students to interface with sensitive and supportive instructors and administrators. The goal will be to create an atmosphere on campus that will embrace the minority student when he/she sets foot on campus. Within reason and as realistically as possible, it is our intent that each minority student will have multiple and direct contact with the MCC faculty and staff. While it may be impossible to identify all the minority students by face, it is possible to create a network to give minority students personalized and regular access to each MCC administrator who is woven into the fabric of helping the minority student advance through the system.

The term minority in this document includes individuals who are underrepresented as employees or students. These include African Americans, Hispanics, American Indians, Alaskan Natives, Asian American and Native Pacific Islanders.

MCC Minority Initiative Goals

The goal of the Minority Education Initiative is to develop and implement a minority student initiative to support academic success. This initiative includes student and faculty recruitment, multicultural enrichment, support services, and articulation with other educational institutions and businesses.

Objectives of the Minority Education Initiative are to increase the quantity of minority students by 9.5% within the next three years and minority faculty by 8% during the same time span.

The Minority Education Initiative will have several important characteristics. First, all departments of the college are being called upon to design a marketing plan to increase the quantity of under-represented minority students who are recruited, retained, and graduated from MCC. Second, all schools are also asked to assist in attracting minority faculty to MCC. Since no one segment can fully meet the objectives of the program, the knowledge, resources, and capabilities of a broad range of organizations within the college community must also be tapped. and third, the Minority Education Initiative will be measured by the program's ability to ensure equal access and success for minorities at MCC.

Recruitment Process

One goal of the Minority Recruitment Program is to increase enrollment of African Americans, Hispanics, American Indians, Alaskan Natives, Asian Americans, and Native Pacific Islanders in the next three years. In order to effectively carry out the recruitment goal, it is paramount that a uniform process be implemented.

The recruitment process to be utilized for minority recruitment will consist of the following elements (Figure 1):

1. Initial contact
2. Collection of directory information
3. Dissemination of college information
4. Completion of admissions application
5. Placement testing
6. Orientation
7. Advancement
8. Registration

Recruitment Process

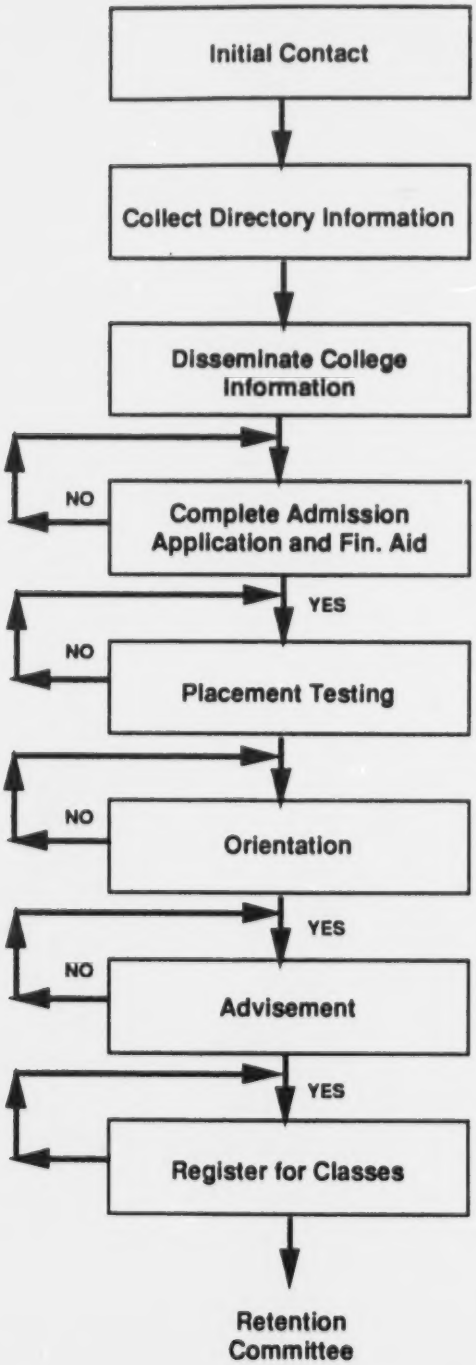


Figure I

Retention

During the month of May 1990, a 15 person task force called the Minority Education Initiative Task Force was appointed by the President to prepare a plan that would assist the college in its minority student outreach plans.

The Task Force issued a work plan that dealt with strategies that examined how best to attract minority students to the college campus as well as retain them once on campus. The objectives were designed to accomplish the following: recruit, retain and graduate minority students. The Minority Student Mentor Program, Diversity Fellowship Luncheons and the establishment of a presidential declaration on "Valuing Diversity"--all were significant recommendations generated by the Minority Education Initiative Task Force.

Accomplishments/Special Projects

Mentor Program

The Mott Community College Mentor Program was established in November 1990 utilizing faculty and staff personnel from the College and community members for student resource. The program consisted 58 mentors and 44 matched mentor/mentee pairs.

The Mentor Program was launched and maintained in the following way:

Mailed roughly 2,000 letters to all new and returning minority students.

At the Fall Welcome Back Breakfast held an informational workshop to update faculty and staff on the work of the Minority Education Initiative Task Force and recruit possible mentors.

Held Minority Initiative/Mentor Launch Program featuring Yolanda King as the guest speaker. This program was co-sponsored with Baker College, Detroit College of Business, GMI Engineering and Management, Jordan College, University of Michigan-Flint.

Mentors were introduced to all mentees and then informal discussion group sessions were held: two mentors to a group of roughly 6--10 students.

Prospective mentors and mentees along with other College personnel were invited to attend a Diversity Fellowship Luncheon to share in an exchange that

celebrated "Diversity" and to allow the mentee to informally assess and select a mentor.

Profile Sheets and information cards were distributed to all potential mentors and mentees to secure description of the type of person needed or desired to assist.

Mentee/Mentor pairings were made in January 1991.

April 1991 a recognition ceremony for all Mentor Program participants was held in conjunction with the M-Link program. The program was called the 3-M(Mentor, Mentee, M-Link) Awards Ceremony and will be held annually.

Diversity Fellowship Luncheons

The first of a plan series of Diversity Fellowship Luncheons was held for faculty, staff and community. The theme for the luncheon was "Celebrating Hispanic Culture" and featured poet Trinidad Sanchez. Roughly 60 persons were in attendance.

Declaration on Diversity from President

President issued his: Declaration on Diversity at the Winter Welcome Back Breakfast. The Minority Education Initiative Task Force recommended that the presidential edit.

Joe Benavidez Scholarship

Issued the Joe Benavidez scholarship award that paid for tuition and fees for two part time students.

Hispanic Student Outreach

In cooperation with the Admissions Office and the Flint Community Schools' Bilingual Office scheduled informal orientation sessions for migrant families.

Hispanic Heritage Month

Co-sponsored the Citywide Hispanic Heritage Month Dinner with the International Institute and local community organizations.

Faculty/Staff Meeting

DR WALTER HOWARD, president of Roxbury Community College convened workshop with students and faculty and staff as well as served as keynote speaker for the Faculty/Staff Meeting. His presentation was entitled, "STRATEGIES FOR INCREASING RETENTION AND GPAs OF NON-TRADITIONAL STUDENTS.

Videoconference

"MINORITY STUDENTS: HOW TO GET THEM, HOW TO KEEP THEM, HOW TO GET THEM OUT SUCCESSFULLY. National videoconference produced by the AACJC Commission to Improve Minority Education. Local co-sponsoring institutions: Baker College, Detroit College of Business-Flint, GMI Engineering and Management Institute, Jordan College, University of Michigan-Flint.

Martin Luther King, Jr. Tribute Dinner

Held at the Hyatt Regency Hotel and co-sponsored by MCC, UM-Flint in cooperation with the Urban Coalition of Flint. Dr. Samuel Betances well known media personality and professor of Sociology at Northeastern University was the keynote speaker. Roughly 600 persons attended.

Martin Luther King, Jr. Tribute

Videotape showcasing the life of Dr. King was shown on a continuous based in the hallway of the Marie Prahl College Center during the week of the birthday celebration.

Kevin Locke, Native American folk artist, lecturer and educator conducted special presentation entitled "Celebrating Diversity" in memory of Dr. King.

Black History Month

Featured stage play entitled "1001 Black Inventions" highlighting the African American's contribution to scientific inventions.

Health Fair

In cooperation with the office of Health Services co-sponsored program featuring former University of Southern California basketball star, Paula McGee.

Citywide Minority Awards Ceremony

Awards ceremony to honor academic excellence. Co-sponsoring institutions: Baker College, Detroit College of Business-Flint, GMI Engineering and Management, Jordan College, Spring Arbor College, UM-Flint.

United Negro College Fund Teen Steering Committee

In cooperation with MCC co-sponsored college information program that included: Workshop on what your need to know to apply and get into college, information on all of the Historically Black Colleges, Fashion Show, Step Show and Dance.

United Negro College Fund Drive

Spearheaded by MCC professor Tom Lougheed; roughly $2,500 was raised.

Urban League Salute to Black Scholars

Both the T. Wendell Williams and Edgar B. Holt scholarships were issued to minority students during the Urban League's Annual Scholarship Banquet.

Administrative Council Presentation

Dr. Paul O'Donnell, Language professor at UM-Flint gave presentation on a diversity topic entitled " Black English Non-standard, Not sub-standard.

Minority Leaders Fellowship

Ten week fellowship during the summer in Washington, DC, designed to encourage the development of minority leadership. Selected student based on academic standing and demonstrated community leadership capability. Recipient: Maurice Pugh. Internship to commence June 1991 through August 1991.

Women of Achievement

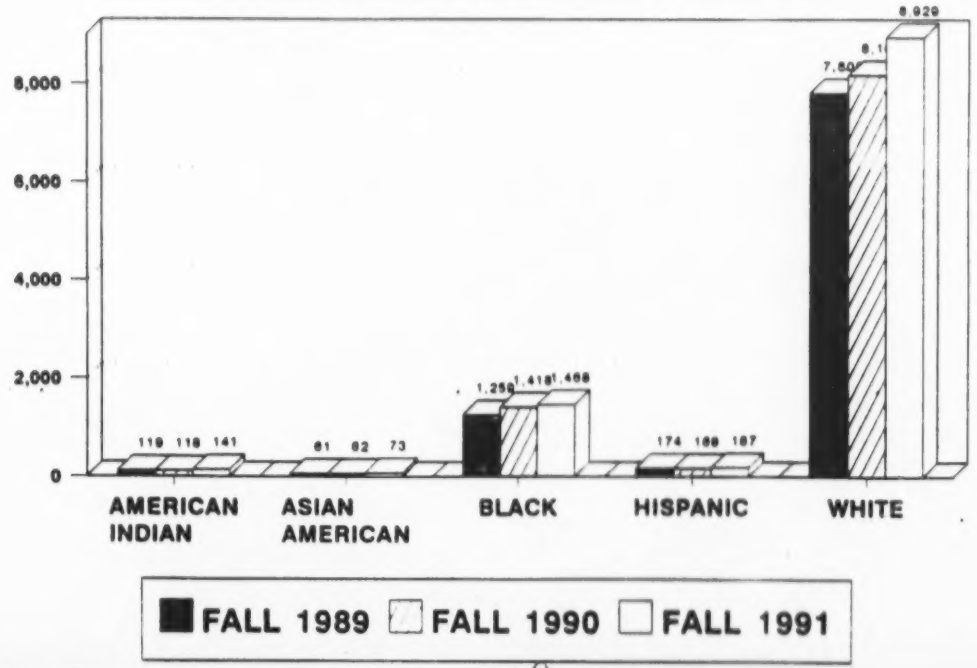
Nominated Erma Pugh for the YWCA's Academy of Women Achievers Mentor Program. Nominee was selected based on grade point average, possessing a minimum of 12 credit hours at MCC and being a part of the MCC Mentor Program.

Results

Students

Data retrieved from the computer data base and displayed in Figure 2, indicates that there were 209 more African American students enrolled at MCC than were enrolled in 1989. Additionally, increases were evidenced in all other ethnic categories.

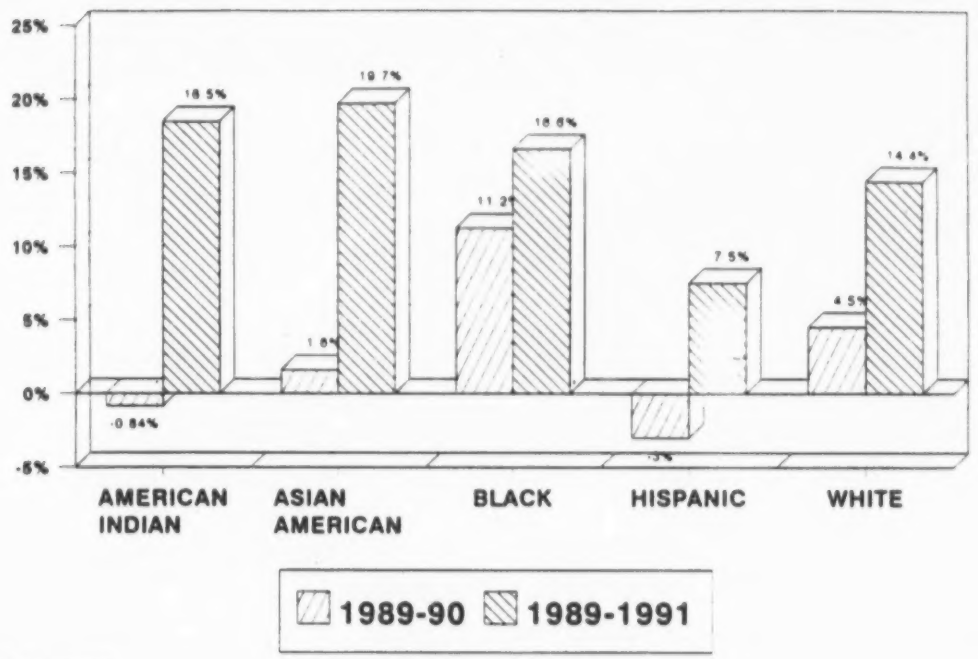
Figure 2
ETHNIC ENROLLMENT COMPARISON
FALL SEMESTER 1989, 1990, 1991



The goal of the Minority Education Initiative was to increase the quantity of minority students by 9.5% within three years. The data displayed in Figure 3, indicates that this goal was achieved by all ethnic categories within two years.

Figure 3

ETHNIC ENROLLMENT COMPARISON PERCENTAGE CHANGE IN NUMBER



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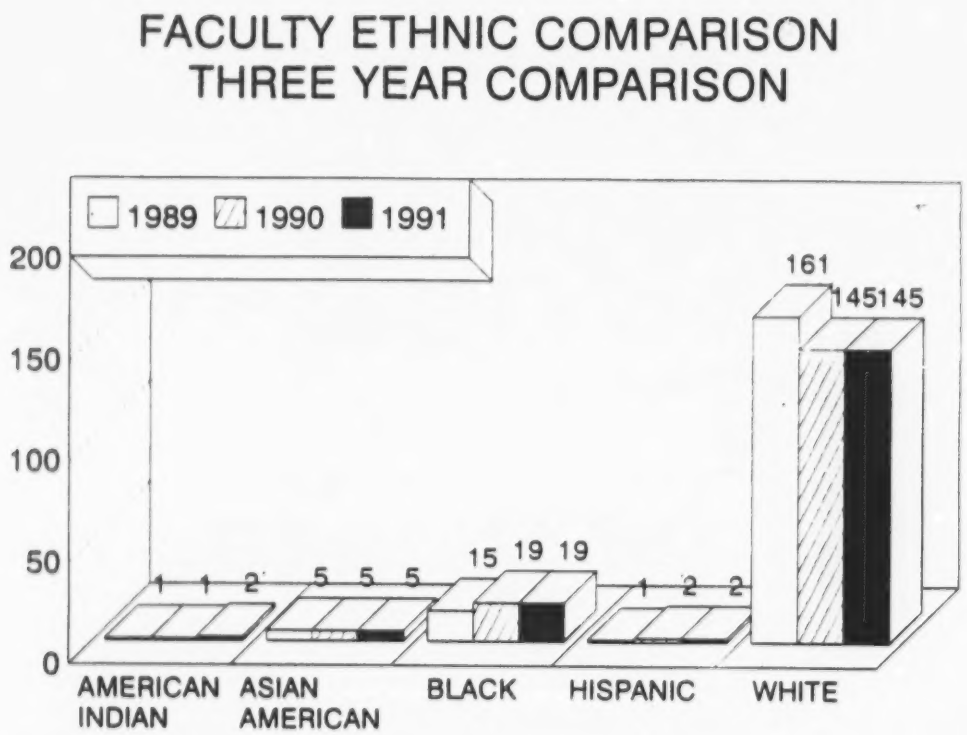
Faculty

Another goal of the initiative was to increase the minority faculty by 8% within three years. Figure 4 indicates that there was an increase in all minority categories except Asian Americans.

Figure 4



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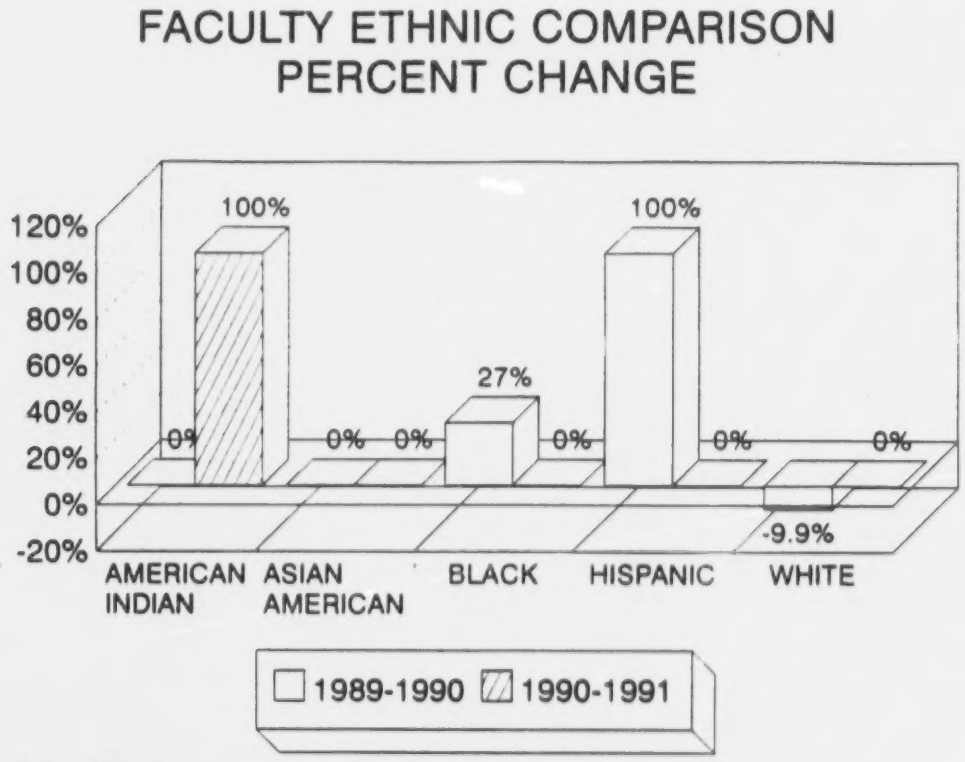
NOTE: FULLTIME FACULTY TOTALS
FALL 1989 183, FALL 1990 172, FALL 1991 173

The data displayed in Figure 5 shows that there was a 100% increase in the American Indian and Hispanic categories and a 27% increase in African Americans.

Figure 5



MOTT CC - IR&P
NOTE: FULLTIME FACULTY TOTALS
FALL 1989 183, FALL 1990 172, FALL 1991 173

Although the data shows that Mott Community College has met its goals for the recruiting of minority students and the hiring full-time minority faculty, efforts still continue to place emphasis on graduation rates for minorities and the institutionalizing of the Minority Education Initiative.

Academic Services

The charge of Academic Services is to provide learning resources support services - library, technological and media resources as well as tutorial services, specialized services for handicapped students, and academic support programs which range from individualized mentoring and coaching to computer assisted instruction. Several of our programs target minority populations and minority participation comprises from 47 to 52 percent of our academic support programs. One program, Upward Bound, has targeted black high school males who are economically disadvantaged but appear to have potential for success in college.

Technological advances have enabled the college to increase its scope and range of academic support services. Every area of Academic Services has incorporated technology to advantage to expand services, resources and facilities for students, faculty, staff and community members. From computer assisted instruction to distance learning to an automated library system to a computer which reads print in six different male and female voices for visually impaired students, the use of technology has allowed Academic Services to meet the needs of a wide range of students and instructors.

Computer Assisted Instruction

The installation of a WICAT computer-assisted-instruction (CAI) tutorial system has provided remedial and supplemental assistance with basic skills in reading, English, mathematics, natural and social sciences.

To determine the effectiveness of computer assisted instruction in learning gains in basic skills, a study was conducted by Joyce Toet at Mott Community College using sixteen experimental and control classes in basic writing, basic mathematics, beginning algebra and reading improvement (see Table 1). A total of 362 students participated in the study. The control groups used traditional instruction and the experimental groups integrated computer assisted instruction as an instructional modality.

Table 1

	Control	Experimental	Raw Total
English 098 Basic Writing	47	47	94 26.0
Math 021 Basic Math	42	46	88 24.3
Math 101 Beg. Algebra	36	41	77 21.1
English 020 Read. Improve.	48	55	103 28.5
Column Total	173 47.8	189 52.2	362 100

Number of missing observations: 0

Of the 362 students, 135 were black, 10 were Hispanic, 10 were Asian, and 5 were Native American making a total of 160 minority students, or 44.2 percent of the sample (See Table 2)

Table 2

	Control	Experimental	Raw Total
Black	63	72	135 37.2
White	98	104	202 55.8
Hispanic	6	4	10 2.8
Asian	3	7	10 2.8
Native American	3	2	5 1.4
Column Total	173 47.8	189 52.2	362 100

Number of missing observations: 0

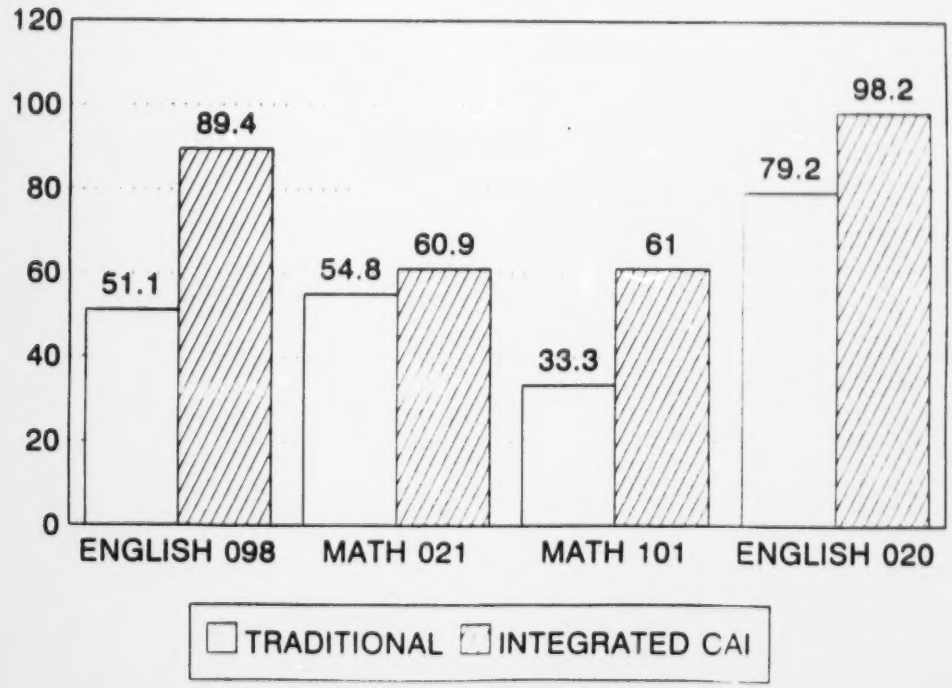
As shown in Table 3, gains in the experimental groups were consistently larger than gains in the Control groups which used traditional instruction.

Table 3

	PreScore Mean	Gain Mean
English 098		
Control N=47	3.83	1.84
Experimental N=47	3.46	2.68
Math 021		
Control N=42	7.54	1.51
Experimental N=46	7.15	2.48
Math 101		
Control N=36	8.47	.66
Experimental N=41	7.69	2.14
English 020		
Control N=48	7.40	2.24
Experimental N=55	6.93	3.53

Besides the gain in basic skills, retention rates for students in the classes using an integrated CAI approach were much higher than retention rates in traditional classes (see Table 4)

Table 4
RETENTION PERCENTAGES



The Chi-Square distribution in Table 5 indicates that the critical chi-square values are significant at the .05 level for English 098, Math 101, and English 020 (Reading Improvement).

Table 5

CHI-SQUARE
Completers and Non Completers
by Group Membership (instructional modality)

Class	Completed		Withdrew		Total		Chi Square Value	df	Signif. of Chi Sq
	C	E	C	E	C	E			
English 098	24	42	23	5	47	47	16.48	1	*
Math 021	23	28	19	18	42	46	0.34	1	
Math 101	13	24	23	17	36	41	3.86	1	*
English 020	38	54	10	1	48	55	9.72	1	*

*$p \leq .05$

This study supports the theory that integrated CAI instruction improves student retention. With an institutional goal of recruiting and retaining minority students and supporting academic success, strengthening technology in the instructional process appears to be a logical approach. The college has just purchased an MS-DOS version of the WICAT software that can be accessed via the Ethernet backbone of the college's computer network anywhere on campus. This will allow tutors, instructors, and students to use WICAT from the tutoring centers, from offices, and from the CAI lab. Even remote extension sites will be able to access the lab via modem.

DISTANCE LEARNING

Academic Services accommodates students who have demanding commitments on their time due to family and job responsibilities by offering credit courses on television. Students may also check out videotapes of the telecourse classes to view at home or in the library.

A new College in the Workplace program offers associate degree level courses at the work site via distance learning. For employees who work different shifts, overtime, or who have to travel, college courses are still accessible and manageable. In the works are plans to build a high capacity interactive video, data, and voice network linking the main campus with two satellite campuses. The proposed network will be an all digital, two-way television network on optical fiber. Classrooms and student services will be delivered to sites where there are not enough students to cover the cost of instruction and not enough key faculty to disperse to remote sites. Advising and financial aid information will be transmitted via videoconferencing stations assisted by computers and fax machines.

Volunteer Voices

Students who belong to Phi Theta Kappa, the international honor society for two year colleges, now extend volunteer services to hundreds of blind residents by reading weekly magazines through the Newspapers for the Blind program. Students read via telephone into a computer. Blind residents dial in to a menu of features and articles.

PTK volunteers mentor and rehearse Mott Middle College students, who are high school students who have had difficulty adjusting to a traditional high school, in reading five popular magazines each week. Students gain confidence in reading aloud and become familiar with current news events. Blind residents have access to several new sources of information and entertainment.

Captioned Video Programming

A series of English as a Second Language (ESL) workshops have been offered to increase student skill in the use of Standard American English through the use of captioned video TV programming. Targeted students include foreign language speakers, sub-dialect speakers, poor readers, poor spellers, and re-entry students. By viewing a videotape with captioned text with narrative, then captioned text without narrative interspersed with spelling and vocabulary exercises, students gain expertise and confidence in vocabulary and reading comprehension.

Library Cooperative Online Network

By automating the college's library collection with the collections of two other colleges and the district public library, Mott has made its library resources accessible to the community. Not only will the library be accessible from every terminal on campus, but it will be accessible from local high school libraries or

students' residences via modem. With an expanded collection well in excess of 500,000 volumes, students and faculty will have access to the materials they need for research and study.

Upward Bound

With the help of a federal grant, the college has targeted 75 disadvantaged minority high school students to prepare for college level coursework. Students are transported to the campus twice a week for tutoring, coursework, and cultural activities. Students are using Macintosh computers to produce newsletters, the WICAT lab for computer assisted instruction, and video cameras to practice public speaking. The Discover system helps them to explore career options and plan for the future. The program strives to instill confidence, raise aspirations, and close gaps in basic skills so that the students have a good chance of succeeding in college. A transitional "bridge" program assists them with beginning college courses. Technology has helped to individualize their educational plans, narrow their career choices and improve their basic skills.

These are several examples of the uses of technology to provide academic support services and to support a college's minority education initiative.

In summary, Mott Community College's policy statement on the Minority Education Initiative has been the beacon for the task force as it carried out its responsibility to achieve the objectives of the initiative.

This policy states, "as a part of its mission to ensure individual growth and community development of citizens in Genesee County and the surrounding areas, Mott Community College (MCC) has adopted the Minority Education Initiative, as one of its strategic goals. This initiative seeks to increase the number of minority faculty, staff and students employed or attending MCC. Additionally, this initiative is designed to promote the institution's commitment to the issues of equal access and success for minority students.

Implementing corrective measures to ensure that minority students have access to the institution are tantamount to having the proper support persons in place to contribute to their academic development and nuturing process. Therefore, Mott Community College seeks to diversify its faculty by increasing the number of minority instructors, so it can provide role models and mentors for minority students.

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